



MANAGEMENT OF INFRASTRUCTURE IN GOVERNMENT LOWER PRIMARY SCHOOLS: A STUDY IN KAMRUP METRO DISTRICT, ASSAM

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ABSTRACT

This paper focuses on the management of infrastructure in government primary schools of Kamrup metro district, Assam. In this research study, Survey method was used by the researcher, in which, Self-developed questionnaire and observation method were adopted for the purpose of data collection and percentage (%) method was used for data analysis and interpretation. Here 50 primary schools in Kamrup metro district were chosen for the purpose of Sample of the study with the help of simple random sampling method. From this study, it was observed that maximum primary schools have poor infrastructure and suggested to improve the same and avoid problems like dropout and stagnation.

KEY WORDS: Infrastructure, Management, Government, Kamrup-metro, District.

INTRODUCTION:

Primary Education is the foundation on which development of every citizen and the nation depends. The progress of primary education is a vital index of the general, social and economic development of the country as a whole. A sound primary education gives a fillip to sound secondary and higher education. Investment in education both contribute to aggregate economic growth as well as enable citizens to broadly participate in the growth process through improved productivity, employment, and wages, and are therefore a critical component of the inclusive growth agenda of the government of India.

The Constitution of India adopted in the year 1950 and directed the State to provide free and compulsory education to all children in the age group of 6-14 years within 10 years from the date of commencement of the Act. After 43 years, i.e., in the year 1993, the Supreme Court had to rule that education had become a fundamental right regardless of the position in the Constitution. But it was in 2002 that education became a fundamental right under Article 21 (A) Right to Education, with the 86th Amendment. Under this provision the State shall provide free and compulsory education to all children of the age of 6-14 years in such manner as the State may, by law, determine. Besides, a provision has also been made under article 45 of the Directive Principle of State Policy to endeavour to provide pre-primary education to all children in the age-group 3-6 years. In 2009, the Right to Education Act was passed and it came into force with effect from 1st April, 2010, throughout the country.

The basic physical and organizational structures and facilities (e.g. buildings, library, canteen, drinking water facility, toilet etc.) needed for the operation of a school or institution is called infrastructure. Universalization of Primary Education cannot be achieved without proper Management of the school in terms of planning, organizing, directing, Staffing, Co-ordinating, Reporting and Budgeting to accomplish predetermined goals and objectives of an institution through the coordinate optimum utilization of Teaching inputs (physical & human resources) and the process of getting work done with an effective and efficient manner. Management of the school infrastructure means providing proper teaching inputs like land and buildings, rooms for pupils and teachers, library, playground, teaching aids, furniture, qualified teachers, enrolment, toilet and drinking water facilities, etc.

Lackney and Chang (1992) concluded that building conditions and educational adequacy within the context of historical change in the school districts' referendums and building programs, provides unique opportunities to understand how and why improving facilities, conditions and educational adequacy across the district may influence outcomes and may provide more substantial and robust evidence for the relationship between school building condition and learning in the district. Hines (1996) study of large, urban high schools in Virginia also found a relationship between building condition and student achievement. Indeed, he found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above standard buildings. Lackney (1999) argued that school buildings were critical to the teaching and learning process. He also took the viewpoint that "the factors responsible for student achievement were ecological they acted together as a whole in shaping the context within which learning took place. The physical setting the school building was an undeniably integral part of the ecological context for learning". The physical factors that had a profound impact on the teaching and

learning process were (a) full-spectrum and natural lighting (b) the reduction and control of noise, (c) the location and sighting of schools, (d) optimal thermal conditions, (e) school size and class size, and (f) the building condition.

The Kamrup Metro District with a geographical area of 127.84 sq km is bounded in the North by Kamrup and Darrang District, in the South by the State of Meghalaya, in the East Morigaon District and in the West by the Kamrup District. The Kamrup Metro District comprises of four Development Block under its rural jurisdiction. The District covers only one Civil Sub-Division with its headquarter at Guwahati, the capital city of Assam. The Kamrup Metro District represents only the 4 (four) Development Block area namely Chandrapur, Dimoria and part of Bezera and Rani but not the Guwahati Municipal areas. Chandrapur development block area of Kamrup Metro District is an undulating terrain with hills and plains on the Southern Bank of River Brahmaputra. Dimoria Development Block is mainly a plain area surrounded by hills in northern, the Chandrapur hills and southern periphery with the hills of Meghalaya. The NH 37 runs through Rani Development block area. Distinctive features under the Block areas are Deepar Beel, Gauhati University and the Airport. As per the 2011 Census, the total population of the district is surveyed to be 12,53,938. Out of which male comprises 6,47,585 and female comprises 6,06,353 thereby sex ratio stands at 936 females per 1000 males. The population density of the district is calculated at 1313 per sq km. Total children (0 to 6 years) of the district are 1,25,386. The average literacy rate of the district is 88.71%. Male literacy rate stands high at 92.13% while the female rate is 85.07%. Being located very near to Guwahati Municipal area these four blocks has experienced both the influence of rural and city life. This influence has also affected the professional lives of the people of these blocks. As a result, people are associated with both government and private sector.

OBJECTIVE OF THE STUDY:

To find out the problems regarding management of infrastructure in government lower primary schools located in proper Kamrup Metro District Area of Assam.

METHODOLOGY:

The survey method was adopted in the proposed investigation in which the relevant facts and information were gathered from Government lower primary schools of Kamrup Metro District, Assam. From amongst the population, 50 lower primary schools were selected as samples of the study through simple random sampling. The data were gathered with the help of a questionnaire prepared for the purpose. In addition to this, participant-observation technique was used.

FINDINGS AND DISCUSSION:

Table 1: Types of building

| Categories | Pucca (%) | Semi-Pucca (%) | Kutchha (%) |
|------------------------------|-----------|----------------|-------------|
| Structure of school building | 100 | nil | nil |

Table no. 1: shows that 100% sampled school buildings are pucca.

Table 2: Condition of furniture

| Categories | Good (%) | Not good |
|--------------------------|----------|----------|
| Condition of black board | 20 | 80 |
| Furniture of school | 32 | 68 |
| Condition of toilets | 10 | 90 |
| Drinking water facility | 22 | 78 |

Table no. 2: shows that 20% blackboards are good and 80% are not good, 32% are good furniture and 68% are not good, condition of toilets, 10% are good and 90% are not good, in case of drinking water facility, 22% are good and 78% are not good.

Table 3: Infrastructure of school

| Categories | YES (%) | NO (%) |
|-------------------|---------|--------|
| Library | 10 | 90 |
| Laboratory | 0 | 100 |
| Canteen | 5 | 95 |
| Playground | 41.9 | 58.1 |
| Ramp | 90 | 10 |
| Electrification | 90.1 | 9.9 |
| Fire Extinguisher | 46.3 | 53.7 |
| First Aid | 56.3 | 43.7 |

Table no. 3: shows that 10% schools have library whereas, 90% do not have library, none of the sampled schools have laboratory, 5% schools have canteen facility whereas, 95% do not have canteen, 41.9% schools have playground but 58.1% schools do not have playground, 90% schools have ramp for disability children but 10% schools do not have ramp, 90.1% schools have electrification but 9.9% do not have electrification connection, 46.3% schools have fire extinguisher but 53.7% do not have fire extinguisher, 56.3% of schools have first aid for children but 43.7% schools do not first aid for children.

SUGGESTION:

1. Government primary schools in Kamrup Metro District, Assam appears to be effective as far as management is concerned.
2. To retain such benefits and push these forward, further efforts must be made to provide special encouragement to the stakeholders of primary education for realization of individual potential.
3. Priority must be given to improve the school buildings and modernize the infrastructural facilities like electricity, computer, library, teaching aids, furniture, playground, toilet and safe drinking water.

CONCLUSION:

One of the important functions of education is to bring social change in the society. It is more particular to say that lower primary stage of education is the foundation on which development of every citizen and the nation as a whole depends. Every child starts going to a Lower Primary School that provides their physical, mental, emotional, intellectual and social development. Proper Management of the school infrastructure to provide proper teaching inputs like land and buildings, rooms for pupils and teachers, library, playground, teaching aids, furniture, qualified teachers, enrolment, toilet and drinking water facilities, etc. are very important for progress of primary education and development of the country as a whole. Every child has a right to education to improve their own quality of life as well as to participate meaningfully in social life. To conclude, it is pertinent to say that Primary education deserves the highest priority, not only on the grounds of social justice and democracy, but also for raising the competence of the average worker and for increasing national productivity.

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